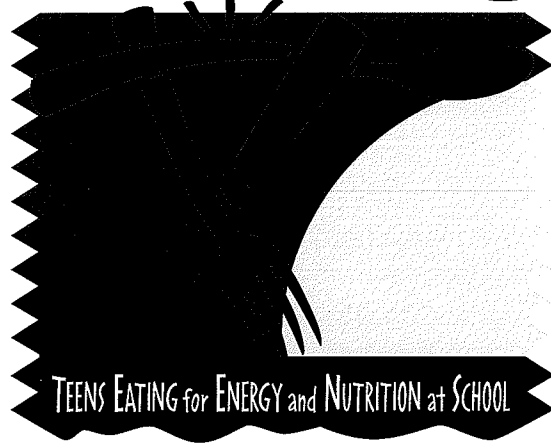


Meet Len the Guinea

Teens



\_\_\_\_\_  
Name

*You've been elected by  
the students in your class  
to be a . . .*

---

**Peer Leader**

---

*Why were you chosen?*

*Because your classmates  
admire and respect you!*





# WHAT DO YOU DO AS A PEER LEADER?

## **ORGANIZE YOUR GROUP INTO A CIRCLE**

The teacher will let your class know when it is time to get into groups and where each group should meet in the classroom. You should help by encouraging your group to quickly and quietly get together and form a **circle** – a circle where everyone can see one another. Sitting in a circle makes it easier for everyone in your group to participate and be part of the group. **Students will participate in the same groups throughout this program.**

## **READ DIRECTIONS**

You will read directions to your group during all the activities you lead. Remember to read slowly and clearly so that everyone in your group can understand you, but don't talk so loudly that you disturb the other groups.

## **LEAD ACTIVITIES**

You will be leading your group in several activities. Some activities are more like games and others involve looking at situations in which students your age make decisions about the foods they eat.

## **CONDUCT DEMONSTRATIONS**

You will be conducting some fun demonstrations with your group and other groups. These will involve some label reading and a chance to compare high-fat and low-fat snacks.

## **PREPARE FOODS**

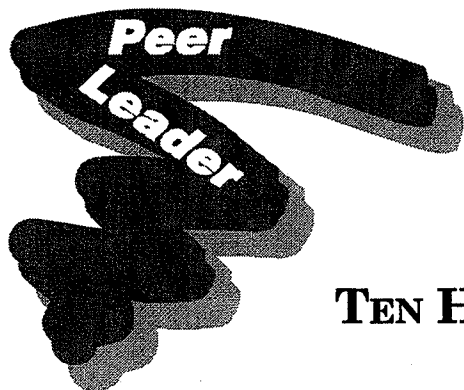
You will be helping your group to prepare some terrific fruit and vegetable snacks and you'll get to eat them too!

## **KEEP ASSIGNMENT RECORDS**

You will be responsible for collecting assignments in your group folder and recording scores on a record sheet. You'll be responsible for collecting return cards from the Parent Packs that will be sent home.

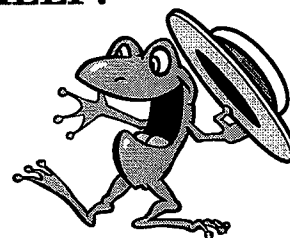
## **ASSIST THE TEACHER**

In every session of the TEENS program, your class will have a chance to sample a low-fat snack. Your teacher will need your help to pass out these snacks and make sure that wrappers and containers are cleaned up. You'll also help in setting up some activities.



## TEN HINTS TO HELP YOU LEAD YOUR GROUP:

1. When the teacher tells your class to get into small groups, assist by getting your group together and organized into a circle as quickly and quietly as possible.
2. Read all of the directions to your group slowly and clearly.
3. Help everyone in your group to participate. Do what you can to prevent some members of your group from just sitting there and saying nothing. Remind them that the activities are for **everyone** in the group.
4. Give your opinions and ideas, but **let the group solve a group problem together**. It is not your job to give all of the answers.
5. Don't boss around group members. Small group discussions should be interesting and enjoyable for everyone.
6. Encourage everyone in your group to respect one another's ideas and feelings.
7. Show interest and enthusiasm for the activity you are leading in your group.
8. If you are confused about any activity or if you aren't sure about your responsibilities in an activity, be sure to ask the teacher or another Peer Leader for help.
9. If you have a problem with someone in your group, a problem you aren't sure how to handle, plan a time to talk to the teacher about it.
10. **GOOD LUCK AND THANKS FOR YOUR HELP!**





# TROUBLESHOOTING!

**WHAT SHOULD I DO IF STUDENTS IN MY GROUP. . .**

**... don't talk or participate?**

- skip them and go back to them later
- call on them first next time
- relate the question to something they are interested in
- pay a lot of attention to them when they *do* answer

**... give silly answers or aren't serious?**

- ask them why they think it's funny
- ask them to think up a better idea
- take them aside after class and ask them to help you out
- question them more about their answers
- compliment students when they give good answers

**... don't pay attention?**

- ask them a question that might catch their attention
- ask them why they aren't interested
- ask harder questions
- use a little humor to make the discussion more exciting

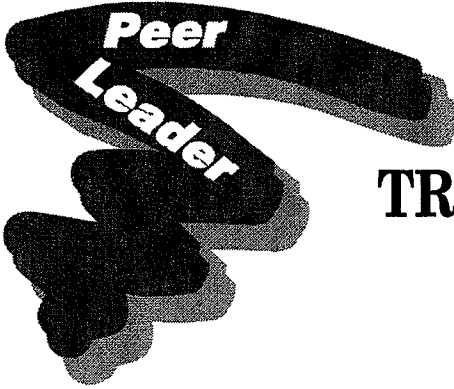
**... don't give full answers or finish too quickly?**

- get more information by asking them why
- ask them to explain what they mean
- ask them to describe in more detail
- give a good answer yourself, give your opinion

**... don't give other people a chance to talk?**

- say "OK, let's see if someone else has another answer"
- explain that it's important for everyone to talk
- ask another person a question when they take a breath!
- call on monopolizers last

More on the next page!



## TROUBLESHOOTING! (CONTINUED)

**WHAT SHOULD I DO IF STUDENTS IN MY GROUP. . .**

**. . . change the subject?**

- ask the original question to another student
- say "Let's get back on the subject"
- ask them to help you out and get back on track
- relate the question to what they are talking about

**. . . say that they already know it all?**

- ask harder questions
- ask them something they don't know
- ask them how they know it all
- ask for their help and opinions since they are the experts

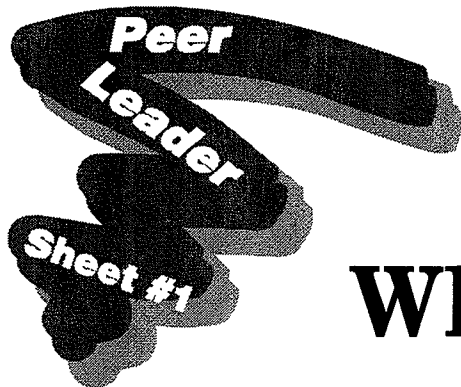
**. . . ask me something I don't know?**

- ask another Peer Leader or the teacher
- tell them you'll find out and get back to them

**PEER LEADERS:** SHOW ENTHUSIASM FOR WHAT YOU ARE DOING! GIVE YOUR OPINIONS AND IDEAS! OTHER STUDENTS WILL ACT LIKE YOU DO.

Make an appointment to talk to your teacher if the problems continue.

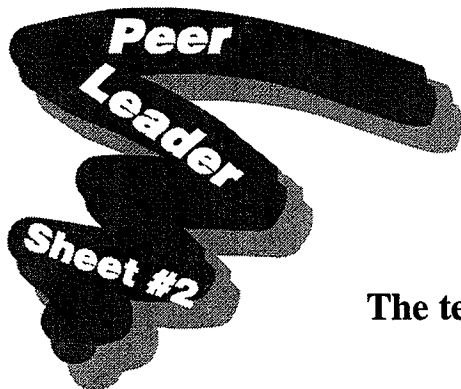
**REMEMBER:** IT'S OK IF IT STILL DOESN'T WORK. TEACHERS HAVE THE SAME KINDS OF PROBLEMS. YOUR BEST ATTEMPT IS ALL THAT WE ASK!



# What's It All About?

**Answer the following questions about the TEENS program. You will be asked to tell the class about the program using the answers to these questions.**

1. What is the TEENS program about? \_\_\_\_\_  
\_\_\_\_\_
2. Why do you think students will like this program? \_\_\_\_\_  
\_\_\_\_\_
3. What kinds of activities will students be doing in the TEENS program? \_\_\_\_\_  
\_\_\_\_\_
4. What will the Peer Leaders be doing in the TEENS program? \_\_\_\_\_  
\_\_\_\_\_
5. What would you say will be expected of the students in your class in order to get the most out of the program? \_\_\_\_\_  
\_\_\_\_\_
6. Why do you think this program is important for kids your age? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Teens Interviews

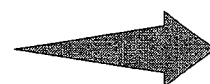
The teen our group is assigned is: \_\_\_\_\_

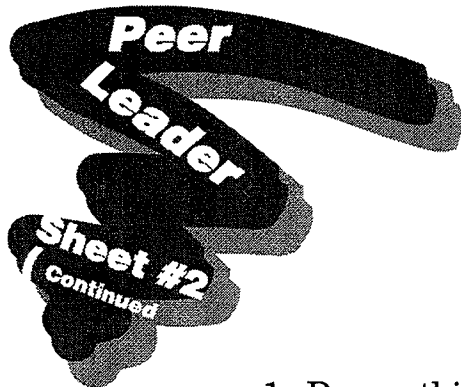
1. Take out one copy of the **Interview Script** and **Food Records** of the teens in the video.
2. Find the place in the script where your teen is interviewed and take out their **Two-Day Food Records**.
3. Point out the Food Record for your teen and read the directions at the top of it.
4. **Say:**  
 \_\_\_\_\_ filled out this food record by writing down everything he/she ate for  
 (Teen)  
 2 days.

5. As a group, answer these questions:

- Do you think this teen is eating healthy? Why or why not? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- What do you think are the main things that are influencing what this teen is eating? Cost, convenience, friends, time? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Over





- If your teen is Angela, discuss the following questions:

Angela says that she is worried that she will get fat if she eats too much and that sometimes when girls hit 7th or 8th grade, they suddenly get fat.

1. Do you think this is true? \_\_\_\_\_
2. If you had a friend who was afraid they were going to get fat and stopped eating, even when they were hungry, what would you tell them? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. What are some of the negative effects of not eating enough when you are an adolescent? \_\_\_\_\_  
 \_\_\_\_\_

- If your teen is James, discuss the following question:

How can what you eat affect athletic performance? \_\_\_\_\_  
 \_\_\_\_\_

- If your teen is Steve, discuss the following question:

Steve didn't seem to have much energy. How might Steve's diet affect his energy level? \_\_\_\_\_  
 \_\_\_\_\_

- If your teen is Diane, discuss the following question:

Diane is a "sometimes eater" – sometimes she eats breakfast, sometimes she eats lunch, sometimes she eats the vegetables with dinner. Is being a "sometimes eater" good enough to keep you healthy? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

- If your teen is Chantha, discuss the following question:

Chantha says that she likes fruit and vegetables, but that they are kind of expensive. Do you think that eating healthy has to be expensive? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



## STATION #1

### Chip Choices

1. **Tell students:** Turn to Page 8 in your notebooks to find the sheet labeled **Station #1**.
2. Show the students the French Onion Ruffles potato chips. Do not show them the label.
3. **Ask one student:** Please reach in the bag and pull out the amount of chips you usually eat for a snack.
4. **Tell student:** Count the number of chips in your usual serving.
5. **Tell the rest of the group:** Now, by looking at how many chips are here, estimate how many chips the rest of you usually eat for a snack and write that number in #1 on your sheet. For example, if you think you eat about twice this much, double the number.
6. Show students the serving size portion of the label and count out 11 chips. Point out how much fat is in just 11 of the chips. In 11 chips there is 10 grams of fat.
7. **Tell students:** Write in the number of chips in a serving size in #2 on your sheet. Write the amount of fat in a serving in #3 on your sheet.
8. **Tell students:** Figure out how many servings you actually do eat. You can do this in #4 on your sheet. Write down the number of chips you usually eat and divide that by the number of chips that the bag says are in a serving size.
9. **Tell students:** You can find out how much fat you eat when you eat chips by filling in #5 on your sheet. Write down the amount of fat per serving and multiply that number by the number of servings you usually eat. Remember, the average number of fat grams teens need *in a day* is between 66 and 83 grams of fat.

This shows how important it is to look at the serving size. You might think that something is low in fat because it doesn't have very many grams of fat on the label, but you have to look at the serving size and how much you really eat.



## STATION #1

### Chip Choices (Continued)

10. Show the students the bag of Rold Gold Fat Free Pretzels. Do not show them the label.
11. **Ask one student:** Please read the serving size on the pretzel label. How many calories and how much fat is in a serving of pretzels?

**Ask the group:**

Is the serving size for pretzels bigger or smaller than for chips?

Is there more or less fat in a serving of pretzels than in a serving of chips?

How much less?

12. Show the amount of calories on the label.  
Ask: Why do pretzels have calories if they don't have any fat ?

*Answer: All foods have some calories. The calories in pretzels come from carbohydrates which give your body energy.*

#### Supplies needed:

2 paper plates  
1 bag French Onion Ruffles Potato Chips  
1 bag Rold Gold Fat Free Pretzels  
Paper towels or napkins

1. How many chips do you usually eat at one time?
2. How many chips are in one serving of chips?
3. How much fat is in one serving of chips?

**4. How many servings of chips are you actually eating?**

$$\frac{\text{Number of chips you usually eat}}{\text{Number of chips in a serving}} =$$

**5. How much fat are you eating when you eat chips?**

**Amount of fat per serving      X      Number of servings you eat      =**



## STATION #2

### Skip the Chip

1. **Tell students:** Turn to Page 9 in your notebooks and find the sheet for Station #2.
2. Show students the bag of Restaurant Style Tostitos Corn Chips. Do not show the label.
3. Show students the box from the Pop Secret Butter Flavored 94% Fat Free Microwave Popcorn. Do not show them the label.

**Tell the group:** This is the type of popcorn that is in the bowl on the table.

4. **Ask one student:** Please read the question on the sheet.

How many cups of Pop Secret Butter Flavored 94% Fat Free Popcorn have the same amount of fat as six Restaurant Style Tostitos Corn Chips?

5. **Tell students:** Write down your answers on your sheet in the box that says, "My Guess."
6. Ask each person in the group to say their guess.
7. Using the one-cup measuring cup scoop out 18 cups of popcorn into the empty bowl.  
**Tell the group:** It would take 18 cups of popcorn to equal the fat in six of the Tostitos chips. Write "18" in the correct answer box on your sheet.
8. Show the group the label which shows that one serving of the chips is 6 chips and contains 6 grams of fat. One six-cup serving of the popcorn has 2 grams of fat so 18 cups has 6 grams of fat.
9. **Ask one student:** Read the amount of calories per serving on the popcorn label and on the chip label.
10. **Tell the students:** The chips and the popcorn have almost the same amount of calories for one serving, but you get a lot more to eat and less fat if you choose the popcorn.
11. **Ask one student:** Read the Fun Fact at the bottom of your sheet.

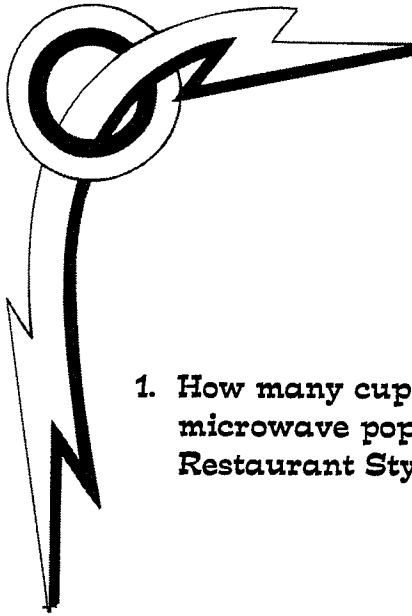


## **STATION #2**

### **Skip the Chip**

#### **Supplies needed:**

- 2 large bowls
- 1 one-cup measuring cup
- 1 bag Restaurant Style Tostitos Corn Chips
- 3 bags of PopSecret Butter-Flavored  
94% fat-free microwave popcorn, POPPED.



## Station #2

### Skip the Chip

1. How many cups of Pop Secret Butter-Flavored, 94% Fat-Free microwave popcorn have the same amount of fat as six Restaurant Style Tostitos corn chips?

My Guess:

Correct  
Answer:

### Fun Fact:

If everything stayed the same and you ate one extra one-ounce bag of potato chips every day for a year, you would eat enough extra calories to gain 17 pounds of body fat!



## STATION # 3

### Sneaky Snacks

1. **Tell students:** Turn to Page 10 in their notebooks to the sheet for Station # 3.
2. **Tell students:** There are many kinds of sweet snacks to choose from at convenience stores. Some of them are very high in fat and others are considered low in fat. Snacks which contain about 3 grams of fat or less per serving are low-fat.
3. Lay the snacks on the table so they are not in any special order.
4. **Tell students:** Put the food items on the table in order from least amount of fat to most amount of fat without looking at the labels. Write your answers on your sheets with one being the least amount of fat and six the highest amount of fat.
5. Call on one student to arrange the snacks in the order that they had on their sheet.
6. **Ask students:** Does anyone want to change the order? (Give at least one student a chance to change the order. Ask this again until the group comes close to an agreement. Don't spend too much time on this.)
7. Put them in the correct order and read off the amount of fat per serving for each one. Put the card with the amount of fat in the snack in front of the matching snack.
  1. Strawberry Newtons = 0 grams of fat
  2. Skittles = 2.5 grams of fat
  3. Three Musketeers Bar = 8 grams of fat
  4. Snickers Bar = 14 grams of fat
  5. Little Debbie Zebra Cakes = 19 grams of fat
  6. Hostess Fruit Pie = 22 grams of fat
8. Give each student a Strawberry Newtons cookie sample to taste while they are completing the activity.
9. **Tell students:** Write down some of your favorite sweet snacks including candy, cakes and cookies where it says "snacks I usually buy" on your sheets.
10. Give each student a snack list.



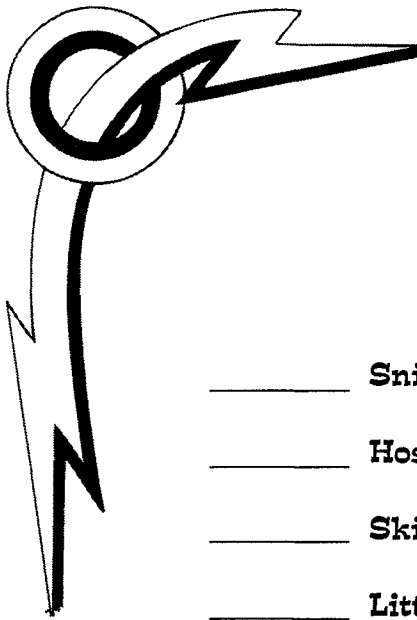
## STATION #3

### Sneaky Snacks (Continued)

- 11 **Tell the group:** Look up and write down the amount of fat per serving and the serving size of some of your favorite snacks. Then look up some good lower fat alternatives to your snacks and write those down on your sheets with amounts of fat they contain.
12. **Tell students:** Try to remember this list so that you can still have the kinds of snacks you like but cut down on some of the fat you are eating. Put the list in your folder now so you will have it to look at later.

#### Supplies:

Hostess Fruit Pie  
Little Debbie Zebra Cakes  
Snickers Bar  
Three Musketeers Bar  
Skittles  
Strawberry Newtons  
6 Cards with fat grams for each product  
Snack list for each student  
Sample of Strawberry Newtons for each student



# Station #3

## Sneaky Snacks

- \_\_\_\_\_ Snickers Bar
- \_\_\_\_\_ Hostess Fruit Pie
- \_\_\_\_\_ Skittles
- \_\_\_\_\_ Little Debbie Zebra Cakes
- \_\_\_\_\_ Strawberry Newtons
- \_\_\_\_\_ Three Musketeers Bar

Snacks I Usually Buy	Serving Size	Amount of Fat
_____	_____	_____
_____	_____	_____
_____	_____	_____

Lower-fat Snacks I Could Try	Serving Size	Amount of Fat
_____	_____	_____
_____	_____	_____
_____	_____	_____



## STATION #4

### Pick Your Pizza

1. Put the first five test tubes out on the table in order from 1-5. Place the pizza boxes in front of them so they are not in any special order.
2. **Tell students:** Turn to page 11 in your notebook to find the sheet for Station #4.
3. **Tell students:** There are hundreds of frozen pizzas on the market today. You might not think the amount of fat in them is very different, but in just a minute you'll find out how important it is to read the labels on the pizza packages before you buy them.
4. Show the students the five numbered test tubes of fat and the five pizza packages. Do not let them see the nutrition labels.
5. **Tell students:** Write down which test tubes show the amount of fat in  $\frac{1}{4}$  of the pizza in the packages or one single-serving pizza.
6. **After they have finished ask one student:** Place each pizza package in front of the test tube you think represents the amount of fat in  $\frac{1}{4}$  of that pizza or one single-serving pizza.
7. Ask if the other students agree or disagree and why. When they are close to agreeing arrange the test tubes and pizza packages to show the correct answers. Place the cards that give the amounts of fat in front of the pizzas, also.

#### Test Tube

1/4 Totino's Cheese Party Pizza (12 inch) — 7 grams of fat	1
Tombstone for One Vegetable Pizza (single serving) — 10 grams of fat	2
1/4 Jack's Double Cheese Pizza (12 inch) — 19 grams of fat	3
1/4 Red Baron Pepperoni Pizza (12 inch) — 23 grams of fat	4
Tony's Microwave Pepperoni Pizza for One (single serving) — 32 grams of fat	5

8. **Tell students:** Adding pepperoni and sausage adds a lot of fat. So does extra cheese. Compare the Totino's cheese pizza with the pepperoni pizza or the double-cheese pizza.



## STATION #4

### Pick Your Pizza (Continued)

9. Show the Tombstone Double Top Pepperoni Double Cheese pizza package.

**Tell students:** The extra cheese and the meat add a lot of fat to the pizza. This is true whether you buy frozen pizza or get pizza at Dominos or Papa John's. When you add both extra cheese and meat, you get something like Tombstone Double Top Pepperoni with Double Cheese. How much fat do you think is in one-fourth of the pizza?

*Answer: 30 grams of fat in 1/4 of the pizza. This is the same as 7-1/2 teaspoons of fat. Show test tube #6 representing 7-1/2 teaspoons of fat.*

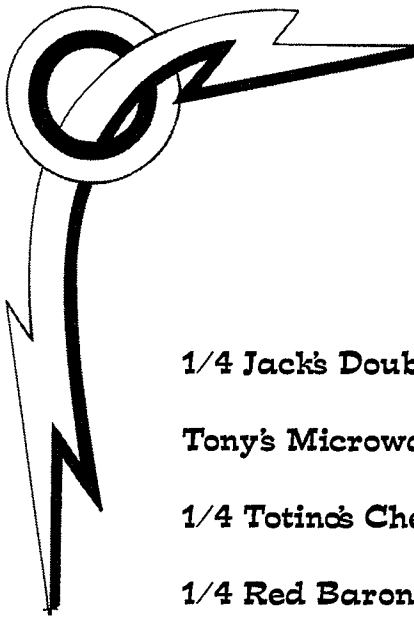
10. **Tell students:** Also look at the size of the pizzas and remember we are only talking about 1/4 of a pizza. How much do you usually eat?

#### Supplies

6 test tubes of fat

Jack's Double Cheese Pizza package  
Tony's Microwave Pepperoni Pizza for One package  
Totino's Cheese Party Pizza package  
Red Baron Pepperoni Pizza package  
Tombstone for One Vegetable Pizza package  
Tombstone Double-Top Pepperoni with Double Cheese  
Pizza package

6 cards with amounts of fat



## Station #4

### Pick Your Pizza

**1/4 Jack's Double-Cheese Pizza**

**Tony's Microwave Pepperoni Pizza for One**

**1/4 Totino's Cheese Party Pizza**

**1/4 Red Baron Pepperoni Pizza**

**Tombstone for One Vegetable Pizza**

**Test Tube**

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## STATION #5

### What's Your Thirst Choice?

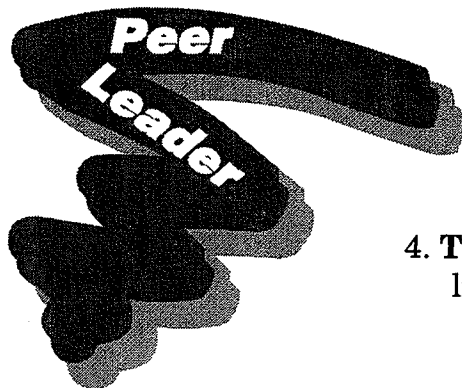
#### Part 1

1. Tell the students to turn to Page 12 in their notebooks to find the sheet labeled Station #5.
2. **Tell students:** Pretend that there are no such things as sports drinks, sugary fruit drinks, or pop – that they have not been invented yet. The only things that you can have to drink would be water, milk, or 100% fruit juice.

Look at the chart on your notebook page. Under Column A write what you would have to drink at the times listed on the left side of the chart if there were no sports drinks, sugary fruit drinks, or pop. Remember, your only choices are milk, 100% fruit juice, or water.

A	B	C
Breakfast		
Snack		
Lunch		
Snack		
Snack		
Dinner		
Snack		

2. After they have completed Column A, **tell students:** Now fill in Column B with what you usually drink at those times of day on an average day. Now you can include pop, sports drinks, or sugary fruit drinks – whatever you usually drink.
3. When the students have completed Column B ask each one in the group to briefly state how their two lists compared.



## STATION #5

### What's Your Thirst Choice?

#### Part 1 (Continued)

4. **Tell students:** Now fill in Column C by comparing the two lists in Columns A and B and figuring out:

- One time that you could have milk instead of pop, a sports drink, or a sugary fruit drink.
- One time that you could have 100% fruit juice instead of pop or a sports drink or a fruit drink.

5. Ask each student what they wrote in Column C. Tell them to try this tomorrow!

6. **Ask students:** Why do you think you should be drinking more water, 100% juice and milk instead of pop?

7. **Read to your group:**

Regular pop is high in calories but that is it! It has no nutrients that our bodies need, especially at this time when our bodies are growing so much. Although diet pop doesn't have any calories it may fill you up so that you don't eat or drink the types of foods that your body needs to keep you healthy and growing.

100% juice and fat-free or low-fat milk give you energy and important nutrients to help you grow and be strong. A 12-oz. glass of 1% milk and a 12 oz. can of pop have about the same amount of calories. The pop fills you up with calories that have no nutrients or health benefits while the milk provides calcium for your teeth and bones that will benefit your body for the rest of your life! Your teen years are the most important time to drink milk or eat dairy products since this is when calcium is being stored.

Most of us do not drink enough water. Our bodies need 8 glasses or 64 ounces of just plain water every day. If you are thirsty, go for water. We need water to cool our bodies, flush out waste and toxins in our body, and to keep our cells, muscles and skin moist and healthy. Now is a great time to set a personal goal for ourselves to drink more milk, juice, and water.

### Fun fact:

If you drank an extra can of Coke every day for one year and everything else stayed the same, you would gain 15 pounds of body fat! Sugar turns into body fat if you eat more calories than your body needs to grow, move, and be active.

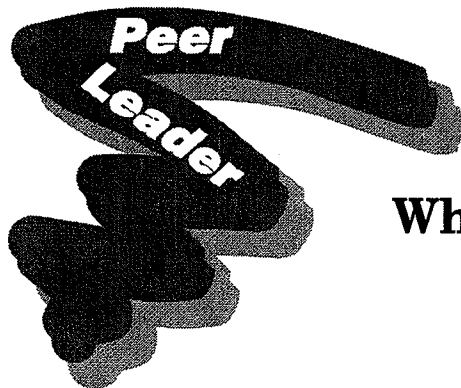


## STATION #5

### What's Your Thirst Choice?

#### Part 2

- 1. Tell students:** We will now compare fruit juice and fruit drinks.  
Do you think that fruit juice and fruit drinks have the same amounts of nutrients?  
(No)
- 2. Show the orange juice box and the Capri Sun juice drink.**  
**Tell students:** Both packages contain the same amount of liquid. Can you guess what percent of the vitamin C that your body needs every day is in each drink? Write your guess down on #1 on Page 13.
- 3. Ask one student:** Please read the orange juice label to find the answer.  
**Ask another student:** Please read the Capri Sun label to find the answer.  
Tell them to write the correct answers on their sheet in the correct answer box.  
(The orange juice has 80% of the daily recommended amount of vitamin C and the Capri Sun has none.)
- 4. Ask another student:** Please read the amounts of calories on each of the labels.  
(They both have 100 calories per serving size).  
  
**Tell students:** The fruit juice and the fruit drink have the same amount of calories, but the fruit juice has 80% of the vitamin C our bodies need every day. In addition, the orange juice comes with other important nutrients like folate, thiamin and potassium. The companies that make fruit drinks want us to believe that those drinks are just as healthy as orange juice but they are mostly sugar with a little fruit juice added.
- 5. Show students a can of Mountain Dew. Ask students:** Do you think there are any nutrients in this can of pop?  
(No)
- 6. Tell Students:** Pop is mostly sugar. Now, guess how many teaspoons of refined sugar is in one can of Mountain Dew. Write down your answer on #2 of your sheet.
- 7. Spoon out nine teaspoons of sugar into a cup. Tell students:** This is how much refined sugar is in a can of Mountain Dew. Write the correct answer on your sheet.  
**Ask one student:** Please read the label to see how many grams of sugar are on the label. (46 grams of sugar. 5 grams of sugar equals approximately one teaspoon).



## Station 5

### What's Your Thirst Choice?

#### Part 2 (Continued)

8. Ask two other students to read the labels on the juice and the Capri Sun to see how much sugar is in them.

**Tell students:** The sugar in the Capri Sun is also refined or added sugar. Can you guess how much refined sugar is in this package of Capri Sun? Write your answer in #3 on your sheet.

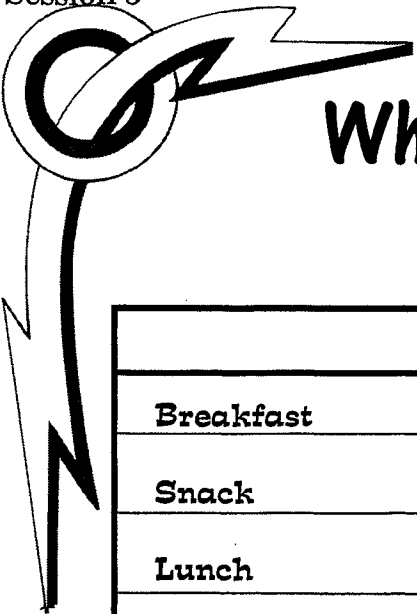
9. Spoon out five teaspoons of sugar into another cup.

**Tell students:** This is how much refined sugar is in this package of Capri Sun. The orange juice has sugar, however, it is the natural sugar in fruit. No extra refined sugar is added to 100% fruit juice.

10. Prepare the Juice Jazz recipe on Page 26 with the students and have them taste it. They can find the recipe in their TEENS Notebooks on Page 14.

#### Supplies Needed:

1 orange juice box  
1 package Capri Sun  
1 can Mountain Dew  
Club Soda  
100% fruit juice  
1 measuring cup  
1 measuring teaspoon  
1 box of refined sugar  
2 plastic cups  
paper cups

**Station #5****What's your Thirst Choice?****Part 1**


A	B	C
Breakfast		
Snack		
Lunch		
Snack		
Snack		
Dinner		
Snack		

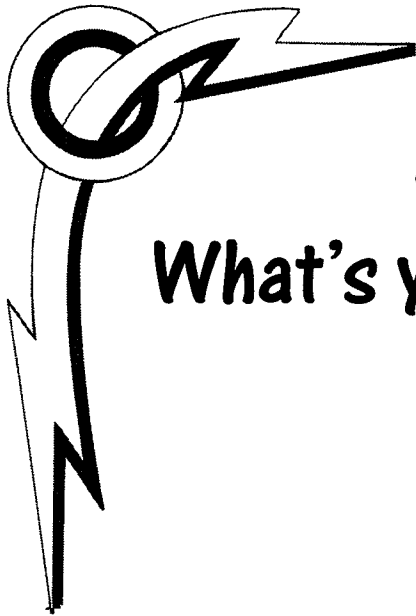
Regular pop is high in calories but that is it! It has no nutrients that our bodies need, especially at this time when our bodies are growing so much. Although diet pop doesn't have any calories it may fill you up so that you don't eat or drink the types of foods that your body needs to keep you healthy and growing.

100% juice and fat-free or low-fat milk give you energy and important nutrients to help you grow and be strong. A 12-oz. glass of 1% milk and a 12 oz. can of pop have about the same amount of calories. The pop fills you up with calories that have no nutrients or health benefits while the milk provides calcium for your teeth and bones that will benefit your body for the rest of your life! Your teen years are the most important time to drink milk or eat dairy products since this is when calcium is being stored.

Most of us do not drink enough water. Our bodies need 8 glasses or 64 ounces of just plain water every day. If you are thirsty, go for water. We need water to cool our bodies, flush out waste and toxins in our body, and to keep our cells, muscles and skin moist and healthy. Now is a great time to set a personal goal to drink more milk, juice, and water.

**Fun fact:**

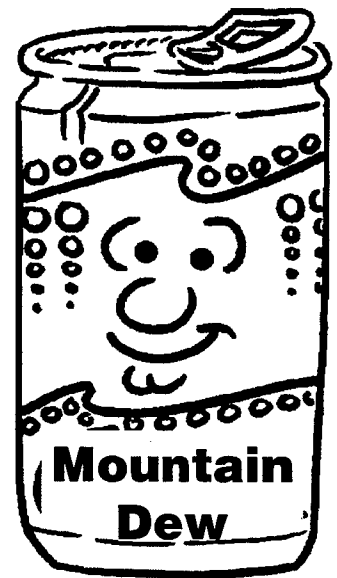
If you drank an extra can of Coke every day for one year and everything else stayed the same you would gain 15 pounds of body fat! Sugar turns into body fat if you eat more calories than your body needs to grow, move, and be active.



# Station #5

## What's your Thirst Choice?

### Part 2



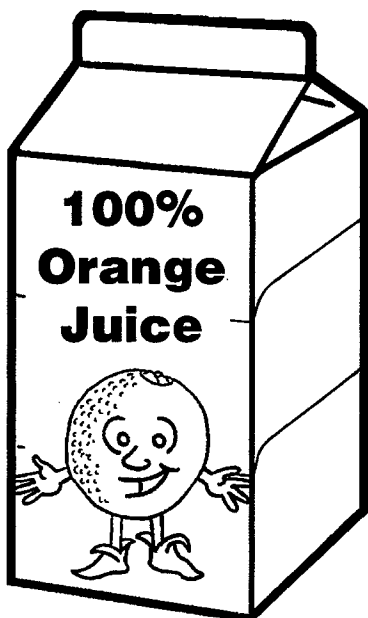
### Best Guess:

1. The orange juice box provides \_\_\_\_\_ % of the Vitamin C you need every day.

The Capri Sun provides \_\_\_\_\_ % of the Vitamin C you need every day.

2. The number of teaspoons of refined sugar in a can of Mountain Dew is \_\_\_\_\_ .

3. The number of teaspoons of refined sugar in a package of Capri Sun is \_\_\_\_\_ .



### Correct Answer:

1. The orange juice box provides \_\_\_\_\_ % of the Vitamin C you need every day.

The Capri Sun provides \_\_\_\_\_ % of the Vitamin C you need every day.

2. The number of teaspoons of refined sugar in a can of Mountain Dew is \_\_\_\_\_ .

3. The number of teaspoons of refined sugar in a package of Capri Sun is \_\_\_\_\_ .

**JUICE JAZZ****Ingredients:**

1/2 cup 100% fruit juice, chilled

1/4 cup sparkling mineral water, chilled

Ice cubes, if available

**Directions:**

Measure the juice and pour into a paper cup.

Measure the sparkling mineral water and add to the juice.

Stir the mixture carefully.

Add one or more ice cubes, if available



Explain what you liked about this snack: \_\_\_\_\_

Will you try to make this again at home?

☐ Yes

☐ No      Why not? \_\_\_\_\_



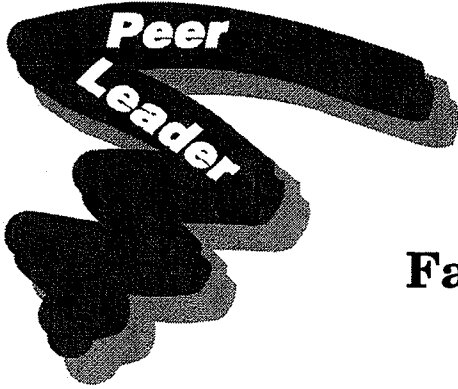
## STATION #6

# Fast Food Facts

1. **Tell students:** Turn to Page 15 in your TEENS Notebooks to find the sheet labeled Station #6.
2. **Tell students:** We're going to pretend that I'm taking all of you out to one of your favorite fast food restaurants and I'm buying. On your sheet you can see the names of four fast food restaurants: McDonald's, Subway, Taco Bell, and Domino's Pizza. Each of you should pick your favorite restaurant out of these four and circle it on your sheet.

Now I'm going to give each of you a copy of the menus from the restaurants. Find your menu and then write down what you would choose to eat for lunch – remember, I'm buying.

3. Hand out the menu sheets that **DO NOT** have the grams of fat listed.
  4. After they have finished filling in their order, give the students the menus that **DO** have the fat grams listed.
- Tell students:** Now look at this menu and write down the amount of fat in each item you ordered in the column on the right. After you have listed all the fat grams, add them up to see how much total fat is in your lunch.
5. Ask some of the students to say what they ordered and how much fat was in their meal.
  6. **Tell students:** Now I'm going to show you how much fat you are eating in these meals. Four grams of fat is equal to one teaspoon of fat. Divide the number of grams of fat in your meal by four and that will be the number of teaspoons of fat you would be eating. Do this now at the bottom of your sheet.
  7. Ask as many students as possible to tell you the number of teaspoons of fat that was in their meal. For each meal, spoon out that many teaspoons of shortening into a plastic cup like you did in Peer Leader Training.



## STATION #6

### Fast Food Facts (Continued)

8. **Tell students:** You might be wondering how much fat is okay to eat. People our age should eat about 2200 calories each day. For some people, it's more and for some, it's less. You should also eat about 73 grams of fat every day. Again for some people it might be a little more or a little less. So if you eat three meals a day, then a meal should contain about  $\frac{1}{3}$  of the 73 grams you should eat every day, or 24 grams of fat. Do any of your meals contain 24 grams of fat? Look at the menus again. Can anyone come up with a meal that is 24 grams of fat or lower?
9. **Tell students:** Keep this activity in mind the next time you go to a fast food restaurant.

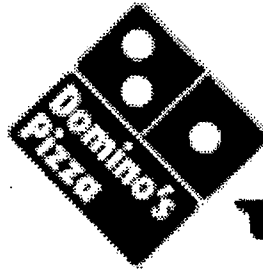
#### Supplies needed:

Menus without grams of fat (one per student)  
Menus with grams of fat (one per student)  
Clear plastic cups (one per student)  
Can of shortening  
Teaspoon  
Paper towels

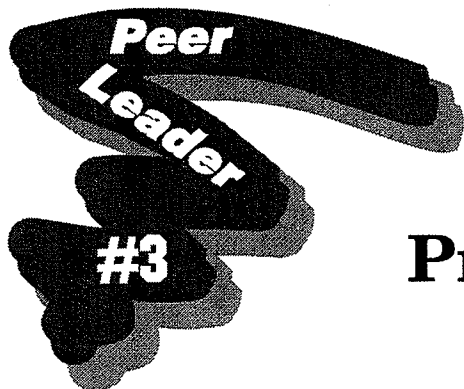
# Station #6

## Let's Go for Lunch - I'm Buying!

Circle the restaurant you go to most often or would like to go to. Then look at the menu and write down what you would order.



Menu	Fat Grams
Total grams:	
$\text{Total grams of fat} \div 4 = \text{Total teaspoons of fat:}$	



## Preparing Snacks

Use this sheet to help you and your group prepare the snacks quickly.

Assign one or two people to do each of the following tasks. They can all be working at the same time.

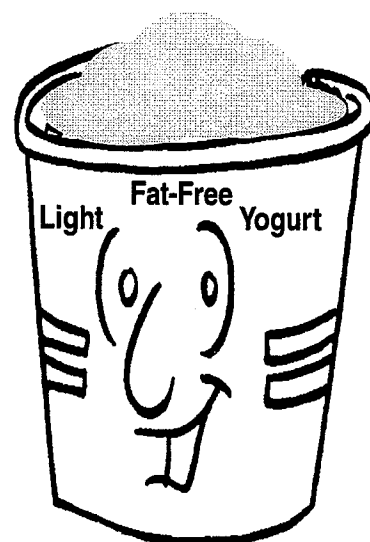
1. Slice banana and mix with strawberry yogurt.
2. Measure chocolate sauce and mix with plain yogurt.
3. Cut fruit for Chocolate Fruit Dip and Apple Crunchers.
4. (Two people) For Apple Crunchers, blot and cut apple slices with paper towel, spread with peanut butter, dip in Rice Krispies.

**BANANA BASH****Ingredients:**

- 1 8-ounce container of Dannon Fat-Free, Light Strawberry Yogurt
- 1 banana

**Directions:**

Empty the strawberry yogurt into a mixing bowl.  
Peel banana and slice into the yogurt.  
Stir and enjoy!



Explain what you liked about this snack: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Will you try to make this again at home?

☐ Yes

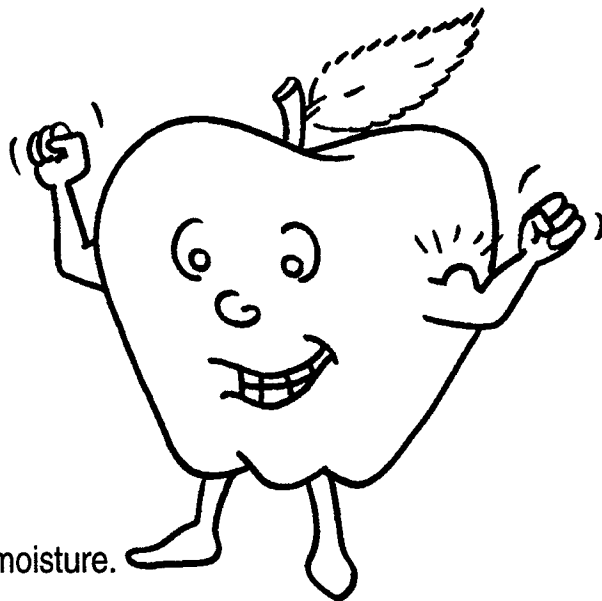
☐ No      Why not? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**APPLE  
CRUNCHERS****Ingredients:**

3 apple slices  
1 teaspoon peanut butter  
1/4 cup crisp rice cereal

**Directions:**

Cut apples into slices.  
Blot apple slices with a paper towel to remove excess moisture.  
Spread peanut butter on apple slices.  
Roll the peanut butter apple slices in crisp rice cereal.  
Enjoy!



Explain what you liked about this snack: \_\_\_\_\_

\_\_\_\_\_

Will you try to make this again at home?

☐ Yes

☐ No      Why not? \_\_\_\_\_

\_\_\_\_\_

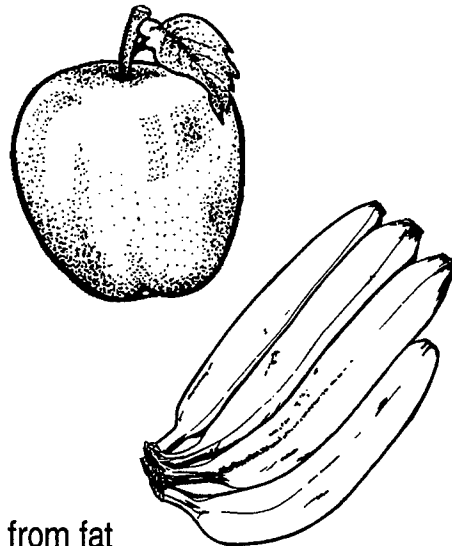
**CHOCOLATE  
FRUIT DIP**  
**(I Can't Believe  
It's Low-Fat)**

1/4 cup Hershey's Chocolate Shoppe Fudge Topping – Fat Free  
1/4 cup plain, non-fat yogurt  
1 apple  
1 banana

**Directions:**

1. Mix the first two ingredients together in a mixing bowl.
2. Cut apple using apple corer.
3. Peel banana and cut into sections.
4. Spoon dip onto a plate.
5. Dip fruit and enjoy!

Calories from dip: 240 for the entire amount, zero calories from fat



Explain what you liked about this snack: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Will you try to make this again at home?

☐ Yes

☐ No      Why not? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Preparing Snacks

Use this sheet to help you and your group prepare the snacks quickly.

Assign one or two people to do each of the following tasks. They can all be working at the same time.

1. Open the dip and squeeze some on each plate (one plate for each student in the group).  
Open the vegetables and put them in a bowl.
2. Open the salad and empty it into a bowl. Squeeze on salad dressing and mix through salad.
3. Spread cream cheese on bagel halves (start with one bagel half per person in the group).

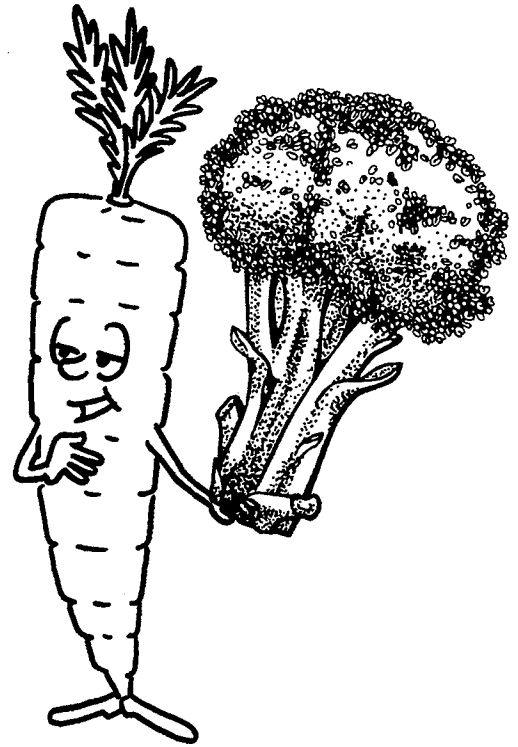
Put chopped or grated vegetables in separate bowls so students can add their own toppings.

**SUPER\$NACKERS****Ingredients:**

- 2 baby carrots
- 2 pieces of broccoli
- 1 packet low-fat ranch dressing

**Directions:**

Put ready-to-eat carrots and broccoli on a plate.  
Open dressing packets and put on the plate.  
Dip vegetable sticks into the dressing and enjoy!



Explain what you liked about this snack: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Will you try to make this again at home?

☐ Yes

☐ No      Why not? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**VEGGIE BAGELS****Ingredients:**

- 1 mini bagel
- 1 packet of low-fat cream cheese
- 2 tsp. shredded carrot
- 2 slices of cucumber

**Directions:**

Spread cream cheese on a mini bagel.  
Add carrots and cucumber slices on top of bagel.  
Enjoy!

Explain what you liked about this snack: \_\_\_\_\_

\_\_\_\_\_

Will you try to make this again at home?

☐

Yes

☐

No

Why not? \_\_\_\_\_

\_\_\_\_\_